dispensable for emergencies; the long, slow process of raising the red men out of barbarism, however, required qualities in those who guided it that the army could not supply.

In addition to his skillfully formulated statement before the committee the Secretary further sustained his views by a sharp public comment in January, 1879, on severe criticism of the Indian Bureau's methods by General Sheridan. The general on this as on other occasions of public controversy displayed jqaore spirit than poise, and he fared badly in the encounter. In February an adverse vote in the House put an end to the project of transferring the Indian Bureau. Mr. Schurz received hearty acknowledgments from the friends of the Indians for his contribution to this happy result. He became from this time a powerful ally of those who were laboring to civilize the wild tribes. His annual report for 1879 outlined every feature of the policy which' was destined to achieve such signal success in the break-up of tribal life during the ensuing quarter century. The education of Indian youths was one prime element in this policy, to the end of introducing " civilized ideas, wants and aspirations," and the influence of Mr. Schurz was decisive in putting Indian education on a firm foundation. He co-operated in the original experiment with Indian pupils at Hampton in 1877; gave the deciding word for the establishment of Captain Pratt with fifty children at

Carlisle in 1879; and with all his power sustained the institution thus founded as well as other similar enterprises in the West. His last report as Secretary, in 1880, emphatically declared that these enterprises had already passed the stage of experiment and were, as agencies for promoting the civilization of the Indians, highly successful.

It was one of the queer coincidences that often give interest to public life that just when Mr. Schurz was so effeo